

**THE DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS’
VOCABULARY MASTERY AT THE SECOND YEAR
STUDENTS OF MTs MUHAJIRIN KUALU
NENAS AT TAMBANG DISTRICT
KAMPAR REGENCY**



BY

JULITA

NIM. 10614003477

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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(S.Pd.)



BY

JULITA

NIM. 10614003477

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/2011 M**

SUPERVISOR APPROVAL

The thesis entitled “*the difference between male and female students’ vocabulary mastery at the second year Students of MTs Muhajirin Kualu Nenas at Tambang District Kampar Regency*”, is written by Julita, NIM. 10614003477. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Approved by

The Chairperson of the Department
of English Education

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Riza Amelia, M.Pd.

EXAMINER APPROVAL

The thesis entitled “*The Difference between Male and Female Students’ Vocabulary Mastery at the Second Year Students of MTs Muhajirin Kualu Nenas at Tambang District Kampar Regency*”, is written by Julita, NIM.10614003477. It has been approved and examined by the final examination committee of undergraduate degree on Jumadil Akhir 20, 1432 H / May 23, 2011 M at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Jumadil Akhir 20, 1432 H
May 23, 2011 M

Examiner Committee

Chairperson

Secretary

Drs. Hartono, M.Pd

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Examiner II

Drs. Promadi, M.A, Ph.D.

Yasir Amri, SPd.I, M.Pd.

Dean
Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP. 197002221997032001

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JULITA

ABSTRACT

Julita (2011): The Difference between Male and Female Students' Vocabulary Mastery at the Second Year Students of MTs Muhajirin Kulau Nenas at Tambang District Kampar Regency.

Based on the theory, there is difference of male and female students' in vocabulary mastery. Female students' said more better in vocabulary mastery. In this research, male and female students' teach in one class, one teacher and same material in every meeting. And, should be female students' are better good than male students'. But, in fact there is no difference of them in vocabulary mastery.

The main concern of this research is to find out the difference between male and female students' vocabulary mastery at the second year of MTs Muhajirin Kuala Nenas at Tambang District Kampar Regency.

There are two variables in this research namely X (male students' vocabulary mastery) and Y (female students' vocabulary mastery). Subject of this research was male and female second year students' of MTs Muhajirin Kuala Nenas at Tambang District Kampar Regency. And, object is vocabulary mastery.

Instruments used were test and questionnaire. In research test, researcher gave 30 objective tests. Researcher used all of the second year students as a sample because the only 28 students in one class.

Technique of analyzing of data was (t-test). According to Hartono (2004:165) Tes "t" is one of the statistical formula used to know whether there is or not significant different (surely) between different sample (two comparative variables). Because score or result of two samples were got from different subjects namely, male and female students. So, researcher's following formula:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Based on the calculation of the research, the result was 0.828 and significant degree 5 % was 2.06 and 1 % was 2.78. So, in conclusion, the result of the research was lower than 5% and 1% significant degree ($2.06 > 0.828 < 2.78$). So, alternative hypothesis was rejected and Null hypothesis was accepted. It means that, there is no different ability between male and female students vocabulary mastery at the second years of MTs Muhajirin Kuala Nenas at Tambang District Kampar Regency. So, gender do not influence vocabulary mastery at the second year students' of MTs Muhajirin Kuala Nenas at Tambang District Kampar Regency.

ABSTRAK

Julita (2011): Perbedaan Kemampuan antara Laki-laki dan Perempuan dalam Penguasaan Vocabulary pada Siswa Kelas Dua di MTs Muhajirin Kualu Nenas Kecamatan Tambang Kabupaten Kampar.

Berdasarkan teory, terdapat perbedaan kemampuan laki-laki dan perempuan dalam penguasaan vocabularinya. Siswa perempuan lebih unggul dalam penguasaan vocabularinya. Di dalam penelitian ini, siswa MTs Muhajirin di ajar dengan guru, kelas, materi yang sama pada setiap pertemuan. Seharusnya berdasarkan teory siswa perempuan tentunya lebih bagus. Tetapi pada kenyataannya tidak ada perbedaan antara keduanya.

Tujuan dari penelitian ini adalah untuk mengetahui ada atau tidaknya perbedaan yang signifikan kemampuan siswa laki-laki dan perempuan siswa kelas dua MTs Muhajirin dalam penguasaan vocabulary.

Ada dua variabel penelitian ini yaitu X (kemampuan siswa laki-laki dalam menguasai vocabulary) dan Y (kemampuan siswa perempuan dalam menguasai vocabulary). Subjek dari penelitian ini adalah semua siswa laki-laki dan perempuan kelas dua MTs Muhajirin Kualu Nenas Kecamatan Tambang, Kabupaten Kampar. Objeknya adalah penguasaan vocabulary.

Alat ukur yang di gunakan adalah melakukan test. Di dalam test peneliti memberikan 30 soal yang berupa pilihan objektif. Dan, Peneliti mengambil semua siswa kelas dua sebagai sample karena hanya berjumlah 28 siswa dan hanya satu kelas saja.

Teknik data analisis dari penelitian ini adalah statistical student Test (T-test). Karena, according to Hartono (2004:165) Tes "t" adalah salah satu dari uji statistic yang digunakan untuk mengetahui ada atau tidaknya perbedaan yang signifikan (meyakinkan) dari dua buah mean sampel (dua buah variable yang di komparatiskan/ dibedakan). Karena sekor atau nilai dari kedua sample di peroleh dari subjek yang berbeda yaitu laki-laki dan perempuan. Maka, rumus yang digunakan adalah:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Berdasarkan penghitungan hasil penelitian ditemukan hasil penelitian test ini adalah 0.828, taraf signifikan 5% adalah 2.06, dan 1% adalah 2.78. ini berarti hasil dari penelitian menunjukkan lebih kecil dari pada taraf signifikan 5% dan 1%. Maka, $(2.06 > 0.828 < 2.78)$ disimpulkan bahwa dalam penelitian ini H_a ditolak dan H_o diterima, yang berarti tidak terdapat perbedaan antara kemampuan siswa laki-laki dan perempuan dalam penguasaan vocabulary siswa kelas dua MTs Muhajirin Kualu Nenas Kecamatan Tambang Kabupaten Kampar. Gender tidak mempengaruhi penguasaan vocabulary siswa MTs Muhajirin Kualu Nenas.

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CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

1. The Nature of Vocabulary

Vocabulary is one of language contents that should be studied to master four language skills. It is one of crucial elements of language skills. It is also stated by Nunan (1991:18), he says that vocabulary is an important element in the acquisition of a second language. According to Murcia and Intosh (1979:242) vocabulary is fundamental even in the earliest stages of the acquisition of language. Vocabulary is a language area that needs continued growth and development for native and non- native speaker. All four- language skills (speaking, writing, reading and listening) need vocabulary.

According to Richard *et all* (1992:400), vocabulary is a set of lexemes, including single words, compound words, and idioms. Word can be divided in to two classes:

- a. Content words are words which refer to a thing, quality, state, or action.

Content words are mainly nouns, verbs, adjectives, and adverbs.

- b. Function words are words which have little meaning on their own (conjunction, preposition, articles like: *and, to, the*).

By mastering vocabularies, some one can understand easily what he or she hears, reads, and communicates clearly (Elsjelyn,2008). It means that the students who have no vocabulary, they will be difficult in developing their skill. As a

result, the students have difficulties in learning English. (Nunan, 1991:118) said that rich vocabulary is an important element in the acquisition of a second language.

You cannot have comprehension English without a large amount of vocabularies (Burton,1982:98 in Noni,2004:100. beside to be able to appreciate English well, students should have educated vocabulary because it is a main key especially in learning a foreign language, particularly English at educational institution in Indonesia. This statement suits that with what has been pointed out by Burton (1982:98 in Susanti khasanah,2008:1) who says that you cannot do well in comprehension without a large vocabulary. So, to make easy learning English students should be have large vocabulary.

While, Murcia and Intosh (1979:253) point out that students often claim that their primary problem in acquiring English is a lack of vocabulary. Such students often have an adequate active vocabulary, but they lack an extensive passive vocabulary. With this fact, as well as, English teacher should teach vocabulary with interesting situation in order that the students are not bored in learning about vocabularies in the class. According to Phillips (1995:74 in Suyanto,2008:47) both vocabulary and grammar need to be taught in context and children should always be given plenty of opportunities to use the language that they have learned in the class.

Based on the statement above, it is clear that learning vocabulary should be in context and more concrete. For example, when a teacher tells “a table and chair, the teacher should show a concrete table and chair. It will be easy

remembered by the students. As said by Suyanto (2008:47) learning vocabulary and grammar will be better if in a context. In order to practiced and communicated easily. This matter also supported by Murcia and Intosh (1979:244). They said that it easier to teach students words with concrete meaning that words with abstract meaning.

Akmal (2003 in Wiwik, 2006:14) which might also strengthen the importance of vocabulary teaching. She states three features as follows:

1. The ability to understand the target language greatly depends on one's mastery vocabulary.
2. Vocabulary aspect acquisition is an important aspect of four skills.
3. The ability to write a foreign language presupposes knowledge of the lexical units of the foreign language.

In learning vocabularies, the students should know the meaning in order that they say. Murcia and Intosh (1979:254) say that an important aspect of building a passive vocabulary is the ability to guess the meaning of the word from context. They also say that the students should be able to practice parts of speech of root words and to recognize without difficulty related to noun, verb, adjective, and adverb.

Vocabulary is seen in its central role in contextualized, meaningful language. Below are some guidelines for the communicative treatment of vocabulary instruction.

1. Allocate specific class time to vocabulary learning.
2. Help students to learn vocabulary in context.

3. Play down the role of bilingual dictionary.
4. Encourage students to develop strategies to determine the meaning of word (Brown, 1994:47).

Higa (1965 in Murcia and Intosh, 1979:244) point out five specific factors that make a word relatively easy and difficult to learn:

1. The intrinsic difficulty of the word to be learned.
2. The interaction between groups of words to be learned at the same time.
3. The interaction between groups of words to be learned in sequence.
4. The effect of repeated presentation of words it be learned.

There are at least six ways in order that you can increase your vocabulary:

1. Learn to use the context efficiently.
2. Use the words part (prefix, suffix, and root) you already know and apply them to unknown words. Learn additional common parts.
3. Develop a systematic way of your own to collect word you read and hear but whose meaning is unclear.
4. Use mnemonics with visualization and association.
5. Use the dictionary routinely, to help you pronounce words and understand the meaning. According to Murcia and Intosh (1979:254) a students must know how to look up a word in the dictionary and how to use a thesaurus. They also stated that ability to use a dictionary or a thesaurus should be not taken for granted. Particular useful are for determining pronunciation, and in recognizing the different meaning and derivatives of a word.

6. Use the thesaurus to find synonyms and antonyms (Rose Wasman and Lee Ann Rinski, 2000: in Jazuli, 2004: 116). According to Harmer (2007: 61) synonym is when words mean the same thing or one word can have many meanings (eg. hold up and delay) and antonym is opposite of the word (eg. Black and white). This fact helps us understand the meaning of word.

According to Paulston and Bruder (1976: 183) there are three major areas for word study:

1. Function words.
2. Closed list content words. They consist of irregular plurals like, brethren, sheaves.
3. Word formation. It is study of roots, prefixes, suffixes.

According to Ellis (1994: 263 in Breen 2001: 34) the most effective strategies for vocabulary learning are:

1. Inferring word meaning from context.
2. Semantic or imagery mediation.
3. Deep processing for elaboration of the new word with existing knowledge.

According to Penny Ur (1991: 60-63) what needs to be taught in vocabulary are:

1. Form: pronunciation and spelling

The learner has to know what a word sounds like (pronunciation) and what it looks like (spelling). In teaching, we need to make sure that both aspects are accurately presented and learned.

2. Grammar

The grammar of a new item will need to be taught if this is not obviously covered by general grammatical rules. It's like verb, noun, verb, or adjective or verb following prepositions.

3. Collocation

The collocations typical of particular items are another factor that makes a particular combination sound "right" or "wrong" in a given context.

4. Aspects of meaning (denotation, connotation, appropriateness)

Denotation is the meaning of a word is primarily what it refers to in area world. Connotation is a less obvious component of the meaning of an item. Appropriateness is a more subtle aspect of meaning that often needs to be taught is whether a particular item.

5. Aspects of meaning (meaning relationships)

- a. Synonyms: Items that mean the same, or nearly the same. For example: bright, clever, smart may serve as synonym of intelligent.
- b. Antonyms: items that means the opposite. For example: rich antonym of poor.
- c. Hyponyms: Items that serve as specific example of general concept. Dog, lion, cat are hyponyms of animals.
- d. Co- hyponyms: Other items that are the " same kind of thing" red, blue, and white are co-ordinates.
- e. Super ordinates: general concept that 'cover' specific item, animal is super ordinates of dog, monkey, and lions.

- f. Translation: words or expression in the learners' mother tongue those are (more or less) equivalent in the meaning to the item being taught.

6. Words formation

Whether one word or multi word can often be broken down into their components 'bits'.

But in this study the writer focus on the grammar in vocabulary like as verb, noun, adjective, adverb and aspect of meanings of synonyms and antonyms in reading text.

2. The Nature of Mastery

Mastery is based on the idea that all students can master a subject given sufficient time. It means that the students should reach a comprehension level before they move on to the next lesson (Longman,1992:221). In Oxford (2000:264) states that mastery is great skill or knowledge. Based on the statements above, the writer concludes that mastery is to obtain greatly and detailed about subject of study. And, in this study, mastery are how different of male and female students ability in vocabulary mastery at the second year students of MTs Muhajirin Kualu Nenas.

3. Male and female Differences in Learning

The most obvious difference between male and female is the biological difference. However, they are also different in many factors such as in ability, interest, and personality traits. Papalia and olds (1985:263) say that "the most

consistence difference between male and female occur in personality characteristic and emotional adjustment”.

The difference in ability is important to be examined especially in education field. Hetherington (1989:626-627) says that girls are superior in verbal abilities, include in vocabularies, reading comprehension and verbal creativity and boys are superior in mathematic. Papalia and Olds (1985:263-265) state that girl are superior in verbal items involving vocabulary, memory, and language manipulation, while boys are superior in performance of items involving spatial relations, mechanical abilities and numerical manipulation.

Girls learn little earlier than boys to talk, to use sentence, and to use greater variety of words. They also speak more clearly, read earlier and consistently better than boys in treat of spelling and grammar, Myers (1987:191:193).

An important finding of the gender differences in language learning achievement was found by Farhady (1982). He states that female students are significantly better than male students on a listening comprehension test in the study of 800 university students who take a placement test.

Sunderland (in marzuki,2008:14) points out that girls or women are cooperative attitude which probably suits the language learning process, while boys or men are competitive attitude which suits learning technical field.

In addition, Holme (1992:171) suggests that women use more standard speech form than men in following ways:

1. Women are more status – conscious than men.

2. Women have better behaviors than men in society.
3. Women as a subordinate behavior rather than men in society avoid offending men and so they must speak carefully and politely.

The development of IQ also reveals certain sex differences. The mean of IQ also reveals certain sex differences. The mean IQ of males increase slightly after age six, while the female mean tends to go down. According to Sprithall (1987:404) if society demands more achievement from males than females (and this apparently in the case), and if achievement of motivation and IQ correlate at all, than perhaps society's emphasis on including the achievement motive is more in males accounts for this difference.

Learning strategies and styles seem to be related to sex differences, research outside second language acquisition has identified gender differences in learning style. Several researchers, Oxford and Sshmeck in Sunderland(in marzuki,2008:14) believe that all style differences might represent a dichotomy of human variation, to people who are global and who are analytic.

Blenky et al (in Sunderland 1994:141) find that most women that they interviewed about "ways of knowing," preferred a subjective, thinking- oriented, analytic style. Males and female might take different routes when learning new language. Males tend to favor objectivity. They have tendency to learn the rules, and logic of the language they are learning. Females in learning new language are subjective. They put the priority in the use of their feeling, culture, sensitivity and empathy.

The relationship between field independent/ dependence and language learning is not clear- cut. In relation to this, independent learners, often males, may have an edge in non- analytic aspects of communicative competence such as sociolinguistic competence, discourse competence and strategic competence. Sunderland (in marzuki,2008:15) also points out that in learning process, girls are more cooperative. They usually work together in doing something. Boys are more competitive, an attitude which is suitable with learning technical fields. The characteristics of these two kinds of learning strategies:

Table 2.1

Global (Female)	Analytic (Male)
Subjective	Objective
Feeling	Thinking
Dependent	Independent
Right- Brain Dominant	Left- Brain Dominant
Not Talkative	Very Talkative
Cooperative	Competitive
Very Ambitious	Not Ambitious

Feldman (1999:363) also said that men are more apt to be viewed as having traits involving competence, such as independence, objectivity and competitiveness.

4. Some Explanation about the Factors that Influence Someone in Learning Vocabulary Mastery

There are some factors which influence someone in learning; most of the scientists divide them into two factors, internal and external factors. Muhibbin Syah (2009:144) says that influence factors in learning are:

a. Internal factors

Internal factors are divided into two. They are physical and psychological factors. Physical factor refers to the body condition such as health, the condition of someone body is one of the factors that should be considered by the students because do not fit condition of the body will disturb the activities and it will influence the concentration in getting information. While psychology refers to intelligence, interest, talent, motivation, and maturity.

b. External factors

External factors refer to family, society, and school. Family is the first educational institution, so that the family condition plays an important role in creating the basic behavior of children. Family condition means the relationship among the members of the family.

c. Approach of Learning Factors

It consists of high approach (Speculative and Achieving), middle approach (Analytical and Deep), and low approach (Reproductive and Surface), The effort itself that is influenced by motivation is extent in which you make choices about (a) goal to pursue , and (b) the effort you will devote that pursuit.

B. The Relevant Research

The following are some of relevant researchers conducted by other researchers on the students' ability in using simple past tense:

1. A researcher, Dian Seviatika Utami (2007), the title is teaching vocabulary by using demonstration technique to improve students' mastery of English vocabulary at the first year of junior high school 16 Pekanbaru. She stated that as a teacher we can teach vocabulary with demonstration technique like as use an object, using gesture, using a cut-figure, and performing an action.
2. A researcher, Riska Cahyati (2008), the title is the increasing students' vocabulary mastery through English song at the second year student of senior high school Babussalam Pekanbaru. She stated that, in mastering vocabulary, the teacher can use many strategies to help the students in memorizing such as using pictures, listening English song, game, using card, reading text etc. so, song is one of the ways to mastery vocabulary easily.
3. A researcher, Marzuki (2008), the title is the comparison on the mastery of "BE" in simple sentences between male and female students at the second year of SMA N 1 sabak auh kabupaten siak. He stated that the students had difficulties in using grammar for example in "Be" in a sentence. Most of Indonesian students' sate that "be" is a verb. Actually, not all of "be" must be correlated as a verb. Here, the teachers tried to find out a solution of this problem.

C. The Operational Concept

The theoretical concept are still in general and in abstract form of the research planning which must be interpreted into particular words in order to make easy to be measured empirically. Therefore, it will focus on the gaining the difference between male and female student's vocabulary mastery at the second year students of MTs Muhajirin Kualu Nenas at Tambang District Kampar Regency.

The variable can be measured from the indicators as follows:

1. Both of male and female students are able to identify noun.
2. Both of male and female students are able to identify verb.
3. Both of male and female students are able to identify adjective.
4. Both of male and female students are able to identify adverb.
5. Both of male and female students are able to identify meaning of words in the text.
6. Both of male and female students are able to identify synonym and antonym words.

B. The Assumption and Hypothesis

1. The Assumption

- a. Vocabulary mastery between male and female students has difference or has variations.
- b. Vocabulary mastery of female students is better than male students.

2. The Hypothesis

Ho : There is no significant difference between male and female students' vocabulary mastery by the second year students of MTs Muhajirin Kualu Nenas.

Ha : There is significant difference between male and female students' vocabulary mastery by the second year students of MTs Muhajirin Kualu Nenas.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The study is a causal comparative research, intended to know the different between male and female students' vocabulary mastery at the second year of the students of MTs Muhajirin Kualu Nenas at Tambang district in Kampar regency. Where, variable X is males' students' vocabulary mastery and Y is females' students' vocabulary mastery.

B. The Time and Location of the Research

The study was conducted at MTs Muhajirin Kualu Nenas at Tambang district in Kampar regency. The research was conducted from January to March 2011.

C. The Subject and the Object of the Research

1. The Subject

The subject of the research was male and female at the second year students of MTs Muhajirin Kualu Nenas.

2. The Object

The object was vocabulary mastery.

D. The Population and Sample of the Research

1. The Population and Sample of the Research

According to Gay Larsen (2000:122) states that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalized. It means that population is all of amount of subject in our research. The population of this research was the second year students of MTs Muhajirin Kualu Nenas. The second year students of MTs Muhajirin only consisted of one class, so the writer researched all students at the second year. The number of populations was 28 students.

Table 3.1

NO	Class	Population	Male	Female
1	2	28	14	14

E. The Data Collecting Technique

1. Test

The writer used technique to collect data with multiple choice tests that the students choose one of four options to answer questions. The students will be focused in vocabulary mastery in a text. The test was constructed from Professional KTSP book (Test assignment students) and the relevant resources. Than, some of tasks are repaired by the researcher. The measurement scales of students are:

Table. 3.2

No	Percentage	Category
1	81 – 100	Very good
2	61 – 80	Good
3	41 – 60	Mediocre
4	21 – 40	Bad
5	0 – 20	Poor

David Haris (in marzuki,2008:24)

Score of each category are: very good is (5), good is (4), mediocre is (3), bad is (2) and poor is (1).

To find out the percentage of each item of test used formula:

$$P = F/N \times 100$$

Where : P = Percentage

F = Frequency

N = The total of score

F. The Technique of Analyzing the Data

This is a causal research. So, the writer uses t– test to know the difference between male and female students' vocabulary mastery at the second year students of MTs Muhajirin Kualu Nenas.

(Hartono, 2004:191)

The formula:
$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

In which:

t_o = t – Observe of the test

M_x = Mean of variable X

M_y = Mean of variable Y

SD_x = Standard deviation of variable x

SD_y = Standard deviation of variable y

N = Amount of the sample

1 = Constant number

CHAPTER I

INTRODUCTION

A. The Background

In learning English as foreign language in Indonesia, vocabulary is one of important aspects has should be acquired by students including the students of MTs Muhajirin Kualu Nenas at Tambang District in Kampar Regency.

Vocabulary is also one of elements that link the fourth skills of speaking, listening, reading and writing. (Nababan,2004:1) sated that all language skills are concerned with words. In listening, learners hear the words; in speaking, they speak words; in reading, the face words; and in writing, they use words”.

Supported by Brown (1980:27-28) he says the language competence based on the knowledge of the language structure, language system, vocabulary or based on the all of language aspects and how that aspect can be connected each other”. It’s mean that vocabulary is one of the important elements to be acquired in learning a language one has to know word and their meaning.

According to Pieter a Napa (1994:6) mention that vocabulary is one component of language and that no language exists without words. He said that vocabulary has important role because language will created from words, impossible any language exists without words. Therefore, vocabulary is one of the important aspects that have to be learned by students.

Based on the statement above, Vocabulary is an important element in the acquisition of a second language (Nunan,1991:118). It is one of the language content that should be studied to master four skills. It is used to understand of

forms, phrases and sentences to convey meaning of words. It becomes one reason why vocabulary mastery important to the students in learning process. And, as River in Nunan (1991:117) says that the acquisition of the adequate vocabulary is essential for successful foreign language use, because without an extensive vocabulary, we will be unable use structural and function words that we have learned for comprehensible communication. It means that, without grammar very little can be conveyed; without vocabulary nothing can be conveyed.

MTs Muhajirin is one of the schools located in RIAU Province, Kampar regency and accurately in a Kualu Nenas village. English is taught as one of the main lesson. It is examined in national examination. English becomes a general subject by the second year students of MTs Muhajirin. English is not a strange subject anymore. Because, the students have been taught English lesson as long as twice meeting in a week of one semester. In junior high school, automatically the students studied English as long as in 4 semesters or 2 years, 12 semesters or six years in elementary school. It means that the second year students of MTs Muhajirin have learned English as long as 16 semesters.

As we know that, the goals study of junior high school of MTs Muhajirin Kualu Nenas is the students can do communication each other in daily activities. As we know, there are four skill competency levels. They are: listening focuses on the understanding meaning of transactional and interpersonal in simple conversation to do interaction in daily activities as suggested in curriculum. Speaking focuses on expressing meaning of transactional and interpersonal in simple oral text to do interaction in daily activities as suggested in curriculum.

Reading focuses on understanding meaning in functional text and short simple essay in descriptive and recount form in daily activities as suggested in curriculum. And, writing focuses on the expressing meaning in functional writing text and short simple essay in descriptive and recount form in daily activities as suggested in curriculum. And, vocabulary focuses on the words that have in descriptive, recount and oral text in every skills of language.

Male and female at the second year students of MTs Muhajirin are taught in one class, one time and one English teacher. In learning process, the teacher teaches new vocabularies in every meeting. The writer had gotten information from a teacher of the second year students of MTs Muhajirin Kualu Nenas. His name is Drs Yusman, he said that the students were also asked to memorize vocabularies. If they memorize one vocabulary every day, the total number of vocabularies that they have as long as one year are about 365 vocabularies. Beside, they had learned many vocabularies through their topics of English subject like in conversation, reading, listening, speaking and writing. Each their topic of English subject automatically gives those many new vocabularies. So that, each semesters at least they get approximately 500 vocabularies. If we count along 4 semesters, they have gotten 2000 vocabularies. Beside that all, their daily activities like reading English newspaper, watching television, listening on the radio, looking at advertisement in English language also make contribution to the development of their vocabulary items.

In this study, the writer would be seen the difference of male and female students in vocabulary. Some of the resources believe that there is a significant

different between male and female in the acquisition of language. Hetherington (1989:626-627) says that girls are superior in verbal abilities, include in vocabularies, reading comprehension and verbal creativity and boys are superior in mathematic. Papalia and Olds (1985:263) state that male and female are different in some specific abilities such as verbal ability and mechanical ability. Female are more superior in verbal ability than man. Papalia and Olds (1985:263) also said that females outperform males in reading, speaking, spelling and grammar. They start to talk earlier and do better on vocabulary and similarities test in old ages.

Myers (1987:191-193) states that women are not only superior in verbal ability, but also in using sentences and variety of words. Women usually do better than man in measuring verbal fluency.

Based on the statements above, should be female students more than good in vocabulary mastery than male students in MTs Muhajirin Kualu Nenas. It is because they teach in one class, one time, one teacher and a same material. But, in the fact between male and female students in MTs Muhajirin Kualu Nenas there is no difference in their vocabulary mastery. It can be seen from phenomena as follows:

1. Most of the male and female students have difficulty to pronounce vocabularies.
2. Some of the male and female students have difficulty in finding meaning of the vocabularies.
3. Some of the male and female students have difficulty in writing vocabularies.

4. Some of the male and female students have difficulty finding the synonym of words vocabularies.
5. Most of the male and female students have difficulty finding the antonym of words.

Based on the phenomena above, the writer is interested in conducting a research entitled: **“THE DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS’ VOCABULARY MASTERY AT THE SECOND YEAR STUDENTS OF MTs MUHAJIRIN KUALU NENAS AT TAMBANG DISTRICT KAMPAR REGENCY”**.

B. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problem as follows:

- a. The students still get difficulties to pronounce vocabularies.
- b. The students still get difficulties in finding meaning of the vocabulary.
- c. The students have difficulty in writing vocabularies.
- d. The students have difficulty finding synonym of words.
- e. The students have difficulty finding antonym of words.

2. The Limitation of the Problem

Based on the identification above, and avoid misunderstanding to this research, the writer only focuses on the study about the difference of male and female students’ vocabulary mastery at the second year students of MTs Muhajirin Kualu Nenas.

3. The Formulation of the Problem

Based on the limitation of the problem above, the writer states the formulation of the problems of this research into the following question:

- a. How is male students' vocabulary mastery at the second year students of MTs Muhajirin Kualu Nenas?
- b. How is female students' vocabulary mastery at the second year students of MTs Muhajirin Kualu Nenas?
- c. Is there difference of male and female students' vocabulary mastery at the second year of MTs Muhajirin Kualu Nenas?

C. The Reason of Choosing the Title

1. It can give point of view for the teachers and students, and it may help them to do the learning process effectively.
2. To give point of view for male and female students about their ability in vocabulary mastery.
3. As far as the writer concerned, the topic has not been studied by the other researchers in State Islamic University of Sultan Syarif Kasim Pekanbaru – Riau.

D. The Objectives and the Significance of the Research

1. The Objective of the Research

- a. To find out there are difference between male and female students in vocabulary mastery by the second year students of MTs Muhajirin Kualu Nenas?
- b. To find out males students' vocabulary mastery at the second year students of MTs Muhajirin Kualu Nenas?
- c. To find out females students' vocabulary mastery at the second year students of MTs Muhajirin Kualu Nenas?

2. The Significance of the Research

- a. To contribute some information to English teacher about teaching vocabulary mastery to English students.
- b. To give information for the male and female students about their ability in vocabulary mastery.
- c. To give the description of the students' about noun, verb, adjective, meaning, synonym and antonym of words in the text in learning vocabulary mastery.

E. The Definition of the Term

To avoid misinterpretation and misunderstanding in this study, it would be better to define a number of terms used.

- a. The difference means the similarities and the differences about the things, people, working procedures, critiques and ideas (Arikunto,1998:245-246). In this research, the difference means differentiate between male and female students in vocabulary mastery of MTs Muhajirin Kualu Nenas significant or not.
- b. Vocabulary is a set of lexemes, including single words, and idioms. (Richard *at all*,1992:400).
- c. Mastery is great skill or knowledge (Hornby,2000:265). According to Richard *at all* (1992:221), mastery learning is based on the idea that all the students can master a subject given sufficient time.
- d. Male and female: It is kind of sex of human being or gender (Feldman,1999:363). It means that male and female at the second years students that study in MTs Muhajirin. They become a subject in this research.

CHAPTER IV

PRESENTATION OF DATA ANALYSIS

A. Data Presentation

1. Description of the Research Variables

In this chapter, the writer presents the result of the research, which has been collected from the second year students of MTs Muhajirin Kualu Nenas. The numbers of students are 28 students consist of male and female students. The data consist two variable which is symbolized by X referring males students vocabulary mastery and Y referring to females students vocabulary mastery.

2. The Data of Male and Female Students' Vocabulary Mastery

Before giving test to the samples, the writer did the try out test for 28 samples with 30 multiple choice tests. Because the first try out did not reach reliability than, the writer gave the second test to find out validity and reliability of the test. The writer gave the test as long as 60 minutes.

To measure the students' vocabulary mastery between male and female students of MTs Muhajirin Kualu Nenas. The result of study is presented in the following tables below:

Table 4.1

a. Ability to identify noun.

No	Criteria	Value	Score	Male students			Female students		
				F	V	P (%)	F	V	P (%)
1	Very good	5	81-100	4	20	28.57%	6	30	42.85%
2	Good	4	61-80	4	16	28.57%	2	8	14.28%
3	Mediocre	3	41-60	3	9	21.42%	4	12	28.57%
4	Bad	2	21-40	2	4	14.28%	2	4	14.28%
5	Poor	1	0-20	1	1	7.14%	-	-	-
	Total			14	50	71.42%	14	54	77.14%

From the table above, we concluded that the difference between male and female students in identify noun was female students are more dominant from the male students in percentage 42.85% of 6 students in very good criteria. Male's student was only 28.57% of 4 students in very good criteria. In good criteria, male students were more dominant where they have 28.57% of 4 students. And female students were only 14.28% of 2 students.

But in mediocre and bad criteria, male and female students did not have highest difference. Mediocre Male students were in percentage 21.42% of 3 students and female students 28.57% of 4 students. In bad criteria male and female students had the same score with 14.28% of 2 students. The total of percentage of male and female students were different too, male students were in 71.42% ad female students is in 77.14%.

Table 4.2

b. Ability to identify verb.

No	Criteria	Value	Score	Male students			Female students		
				F	V	P (%)	F	V	P (%)
1	Very good	5	81-100	1	5	7.14%	6	30	42.85%
2	Good	4	61-80	6	24	42.85%	2	8	14.28%
3	Mediocre	3	41-60	3	9	21.42%	2	6	14.28%
4	Bad	2	21-40	3	6	21.42%	4	8	28.57%
5	Poor	1	0-20	1	1	7.14%	-	-	-
	Total			14	45	64.28%	14	52	74.28%

From the table above, we concluded that the difference between male and female students in identify verb was female students are highest dominant from the male students in percentage 42.85% of 6 students in very good criteria. Male's student was only 7.14% of 1 student in very good criteria. But, in good criteria, male students are highest dominant than female students where they had 42.85% of 6 students. And female students were only 14.28% of 2 students.

But in mediocre and bad criteria, male students have same score in percentage 21.42% and female students in mediocre criteria was 14.28% and in bad criteria female students had high percentage of male students with 28.57%. Although had highest score in very good criteria, but male students had in poor level in percentage 7.14%. And female students did not have it. But, in total score female students were in 74.28% and male students was only 64.28%.

Table 4.3

c. Ability to identify adjective.

No	Criteria	Value	Score	Male students			Female students		
				F	V	P (%)	F	V	P (%)
1	Very good	5	81-100	2	10	14.28%	4	20	28.57%
2	Good	4	61-80	3	12	21.42%	4	16	28.57%
3	Mediocre	3	41-60	4	12	28.57%	3	9	21.42%
4	Bad	2	21-40	4	8	28.57%	2	4	14.28%
5	Poor	1	0-20	1	1	7.14%	1	1	7.14%
	Total			14	49	70%	14	50	71.42%

From the table above, we can found that female students were more dominant in percentage 28.57% of 4 students in very good criteria. And male students were only 14.28% of 2 students. In good and mediocre criteria male and female students had not difference score. But, in bad criteria male students were more had high percentage with 28.57% of 4 students. And, female students were 14.28% of 2 female students. In poor criteria, they did not different.

In total percentage male and female students in identify adjective have same percentage. Here, there were no difference can seen.

Table 4.4

d. Ability to identify adverb.

No	Criteria	V	Score	Male students			Female students		
				F	V	P (%)	F	V	P (%)
1	Very good	5	81-100	4	20	28.57%	3	15	21.42%
2	Good	4	61-80	3	12	21.42%	2	8	14.28%
3	Mediocre	3	41-60	4	12	28.57%	5	15	35.71%
4	Bad	2	21-40	3	6	21.42%	4	8	28.57%
5	Poor	1	0-20	-	-	-	-	-	-
	Total			14	50	71.42%	14	46	65.71%

From the table above, we concluded that male and female student had no difference in very good criteria. But, they had different in good criteria in percentage 21.42% of 3 male students and, 14.28% of female students. But, if we seen from the mediocre criteria, female students were dominant in 35.71% and male students was only 28.57%. in bad and poor criteria, did not see different of them.

There were highest different of male and female in total percentage where female students was only 65.71% and male students was 71.42%.

Table 4.5

e. Ability to identify meaning of words in the text.

NO	Criteria	Value	Score	Male students			Female students		
				F	V	P (%)	F	V	P (%)
1	Very good	5	81-100	2	10	14.28%	1	5	7.14%
2	Good	4	61-80	4	16	28.57%	5	20	35.71%
3	Mediocre	3	41-60	5	15	35.71%	3	9	21.42%
4	Bad	2	21-40	2	4	14.28%	3	6	21.42%
5	Poor	1	0-20	1	1	7.14%	2	2	14.28%
	Total			14	46	65.71%	14	42	60%

From the table above, we concluded that male students had highest score than female students that was 14.28% of 2 students, female students 7.14% of 1 students. In good criteria female students were dominant in percentage 35.71% of 5 students than male students. But, in mediocre criteria male students were more dominant with 35.71%. in bad and poor criteria female students were more dominant than male students.

And, the total percentage male students had high percentage than female students. It can found of 65.71% of male students and 60% of female students.

Table 4.6

f. Ability to identify synonym and antonym in the text.

No	Criteria	Value	Score	Male students			Female students		
				F	V	P (%)	F	V	P (%)
1	Very good	5	81-100	3	15	21.42%	2	10	14.28%
2	Good	4	61-80	3	12	21.42%	2	8	14.28%
3	Mediocre	3	41-60	3	9	21.42%	4	12	28.57%
4	Bad	2	21-40	4	8	28.57%	4	8	28.57%
5	Poor	1	0-20	1	1	7.14%	2	2	14.28%
	Total			14	45	64.28%	14	40	57.14%

From the table above, we concluded that male students are more dominant in very good and good criteria of female students in percentage 21.42% of male students and 14.28% of female students. In mediocre criteria, female students are dominant in 28.57%. and, in bad criteria they had same score with 28.57% of 4 students of male and female students. In poor criteria female students are more dominant than male students with 14.28% and male students was only 7.14% of 1 student.

And, the total percentage, we found that female students had low percentage than male students with 57.14%.

B. Data Analysis

1. The Test

This research consisted of two variables namely, variable X and Y. the variable X refers the male students' vocabulary mastery, while Y refers to female students' vocabulary mastery. Before showing the analyze statistic, the writer made formulation about the hypothesis.

Ho = There is no significant difference vocabulary mastery between male and female students at the second year students of MTs Muhajirin.

Ha = There is significant difference vocabulary mastery between male and female students by the second year students of MTs Muhajirin.

Table 4.7

Standard Deviation and Mean Test

Nilai		X	Y	x^2	y^2
X (males)	Y (females)				
50	54	3.7	6.7	13.69	44.89
45	52	-1.3	4.7	1.69	22.09
49	50	2.7	2.7	7.29	7.29
50	46	3.7	-1.3	13.69	1.69
38	42	-8.3	-5.3	68.89	28.09
45	40	-1.3	-7.3	1.69	53.29
$\Sigma x = 277$	$\Sigma y = 284$	0	0	$\Sigma x^2 = 106.94$	$\Sigma y^2 = 157.34$

This is an explanation about the data calculated by using the formula:

- b. Mean score of each group.

Formula: $M = \frac{\sum X}{N}$. According to Hartono (2004:29) Mean is all of the score of students in research test is divided with all of the samples (students).

Mean score of male students

$$M_x = \frac{\sum X}{N} = \frac{277}{14} = 46.3$$

Mean score of female students

$$M_y = \frac{\sum Y}{N} = \frac{47.3}{14} = 47.3$$

- c. Standard deviation of each group is in the following:

Formula: $SD = \sqrt{\frac{\sum d^2}{N}}$, according to Hartono (2004:50) standard deviation is a interval of each of score in a data.

- Standard deviation of male students.

$$SD_x = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{106.94}{14}} = \sqrt{7.638} = 2.763$$

- Standard deviation of female students.

$$SD_y = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{157.34}{14}} = \sqrt{11.238} = 3.352$$

To make clear the score of the data, it would be seen based on the table:

Table 4.8

Male Student	Female Student
$\Sigma X = 277$	$\Sigma Y = 284$
$Mx = 46.3$	$My = 47.3$
$SDx = 2.763$	$SDy = 3.352$

d. T-observe was calculated by the formula below:

$$\begin{aligned}
 t_o &= \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\
 &= \frac{46.3 - 47.3}{\sqrt{\left(\frac{2.763}{\sqrt{14-1}}\right)^2 + \left(\frac{3.352}{\sqrt{14-1}}\right)^2}} \\
 &= \frac{-1}{\sqrt{\left(\frac{2.763}{\sqrt{13}}\right)^2 + \left(\frac{3.352}{\sqrt{13}}\right)^2}} \\
 &= \frac{-1}{\sqrt{\left(\frac{2.763}{3.6}\right)^2 + \left(\frac{3.352}{3.6}\right)^2}} \\
 &= \frac{-1}{\sqrt{(0.7675)^2 + (0.9311)^2}} \\
 &= \frac{-1}{\sqrt{(0.5890 + 0.8669)}}
 \end{aligned}$$

$$= \frac{-1}{\sqrt{1.4559}}$$

$$= \frac{-1}{1.2066}$$

$$= 0.828$$

From evaluation above, we got t-observe 0.828.

d. Degree of freedom (df)

Counting df is to determine whether the t- test score is a significant value or not.

$$df = (N1 + N2) - 2$$

$$= (14 + 14) - 2 = 28 - 2 = 26$$

Significant degree of 5% = 2.06

Significant degree of 1% = 2.78

So, the conclusion is significant of 5% and 1% ($2.06 > 0.828 < 2.78$). So, H_a is rejected and H_o is accepted. It means that there is no difference vocabulary mastery between male and female students at the second year students of MTs Muhajirin Kualu Nenas.

Based on the presentation and data analysis above, the writer interpreted that there is no significant difference vocabulary mastery between male and female students at the second years of MTs Muhajirin Kualu Nenas at Tambang District Kampar Regency. It means that Null Hypothesis is accepted. As the researcher wrote in the background, according to Hetherington (1989:626-627) girl are superior in verbal abilities, includes in vocabularies, verbal creativity and reading comprehension. Boys are superior in mathematic. Papalia and Olds

(1985:263) say that girls are superior in verbal item involving vocabularies, memory and language manipulation and the boys are superior in reforming items involving spatial relations, mechanical abilities, and numerical manipulation. But, in MTs Muhajirin Kualu Nenas at Tambang District Kampar Regency the differences between male and female students in vocabulary mastery are rejected and proved false.

Table 4.9

The test recapitulation of students' vocabulary mastery

NO	The number of respondents	Variable X score (Male)	SCALE X	Variable Y score (Female)	SCALE Y
1	Students 1	93.3	Very good	96.6	Very good
2	Students 2	86.6	Very good	90	Very good
3	Students 3	83.3	Very good	90	Very good
4	Students 4	83.3	Very good	83.3	Very good
5	Students 5	76.6	Good	76.6	Good
6	Students 6	73.3	Good	73.3	Good
7	Students 7	66.6	Good	66.6	Good
8	Students 8	60	Mediocre	63.3	Good
9	Students 9	60	Mediocre	56.6	Mediocre
10	Students 10	56.6	Mediocre	56.6	Mediocre
11	Students 11	53.3	Mediocre	56.6	Mediocre
12	Students 12	46.6	Mediocre	50	Mediocre
13	Students 13	46.6	Mediocre	46.6	Mediocre
14	Students 14	43.3	Mediocre	40	Bad
	Total	846.1		946.1	

Here, the researcher shows up each score of result test. In variable X are male students in high score 93.3, and lower score is 43.3. In variable Y are female students in high score 96.6 and lower score is 40. The conclusion high score position come from the female students with 96.6. And, the lower score position come from female students also.

How are males and females students vocabulary mastery could be seen following tables below:

Table 4.10

Recapitulation score of male students' vocabulary mastery

No	Categories	Value	Score	Frequency	Value	Percentage
1	Very good	5	81 – 100	20	4	28.57 %
2	Good	4	61 – 80	12	3	21.42 %
3	Mediocre	3	41 – 60	21	7	50 %
4	Bad	2	21 - 40	-	-	14.28 %
5	Poor	1	0 - 20	-	-	-
	Total		100%	53	14	75.71 %

The output shown male students had 28.57% of 4 students in very good criteria. 21.42% percent in good criteria of 3 students. Half of students in mediocre crieteria. Nand 14.28% of bad criteria. There were no male students in poor criteria. The total percentage of male students were 75.71%.

Table 4.11

Recapitulation of female students' vocabulary mastery

No	Categories	Value	Score	Frequency	Value	Percentage
1	Very good	5	81 – 100	20	4	28.57 %
2	Good	4	61 – 80	16	4	28.57 %
3	Mediocre	3	41 – 60	15	5	35.71 %
4	Bad	2	21 - 40	2	1	7.14 %
5	Poor	1	0 - 20	-	-	-
	Total		100 %	53	14	75.71 %

The output shown that female students had same score in very good and good criteria with 28.58%. in mediocre criteria female students there were in percentage 35.71% and bad criteria was 7.14%. the total percentage of female students was 75.71%.

So, the conclusion of research female students minus male students' frequency was $53 - 53 = 0$. And, in total percentage did not see different of male and female students. They were 75.71% of 14 students of male and female too. So, this prove said that there is no difference f male and female students vocabulary at the second year students of MTs Muhajirin Kualu Nenas.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the calculation above, the writer gets males students' vocabulary mastery at the second year of MTs Muhajirin is in good criteria that are in 66.38. This is in score (61-80). And females students' vocabulary mastery is in good criteria too that are in 67.57. This score is in score (61-80). So, vocabulary mastery of males and females students there in the same score.

Based on the findings of the research, it can be concluded that there is no significant difference between male and female students' vocabulary mastery at the second year of MTs Muhajirin Kualu Nenas. It can be seen from the value of the test that there is no significance difference result both of them. And, Based on the t-observed ($2.06 > 0.828 < 2.78$) means that null hypothesis is accepted and alternative hypothesis is rejected. In short, vocabulary mastery of male and female students is not different. And, in this research, gender does not influence vocabulary mastery students of MTs Muhajirin Kualu Nenas.

B. Suggestions

In this case, the writer would like give suggestion:

1. For the teacher

As we found of the research that was not significant different between male and female students in vocabulary mastery. So, as a teacher should be good act to all those students. It means that the teacher did not make different between

male and female. Because, gender has different capability and characteristic in learning.

As we found in identify noun, verb, and adjective female students more than good than male students. But in identify adverb, meaning of words and identify synonym and antonym, male students more than good than female students. So, the teacher should be giving full attention to female students in identify noun, identify meaning and synonym and antonym words. And male students in identify noun, verb and adjective. A teacher should know what the students need in learning vocabulary.

2. For the students

- a. Do not feel bored in remaining difficult vocabularies.
- b. Always reading many texts to increase your vocabulary.
- c. You should be diligent to knowing about the new words.
- d. You should be diligent to open the dictionary to get the meaning every word.
- e. You should not reading easy text only.
- f. And, you do not ever satisfy with vocabulary you have.

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Appendix I

TABLE CALCULATION OF DEVIATION AND MEAN TRY OUT TEST

NO	Students	X	Y	X	Y	xy	x ²	y ²
1	Students 1	90	95	44	41	1804	1936	1681
2	Students 2	60	60	14	6	84	196	36
3	Students 3	55	55	9	1	9	81	1
4	Students 4	50	45	4	-9	-36	16	81
5	Students 5	55	55	9	1	9	81	1
6	Students 6	45	35	-1	-19	19	1	361
7	Students 7	35	40	-11	-14	154	121	196
8	Students 8	50	70	4	16	64	16	256
9	Students 9	25	50	-21	-4	84	441	16
10	Students 10	30	45	-16	-9	171	256	81
11	Students 11	25	40	-21	-14	294	441	196
12	Students 12	35	50	-11	-4	44	121	16
13	Students 13	45	50	-1	-4	4	1	16
14	Students 14	45	65	-1	11	-11	1	121
Total	N=28	645=	755=	0	0	2693=	3709=	3059=
		ΣX	ΣY			Σxy	Σx^2	Σy^2

The formula to find out the validity of the try out test:

$$\begin{aligned}
 r_{xy} &= \frac{\Sigma_{xy}}{\sqrt{(\Sigma x^2)(\Sigma y^2)}} \\
 &= \frac{2693}{\sqrt{(3709)(3059)}} \\
 &= \frac{2693}{\sqrt{11345831}} \\
 &= \frac{2693}{3368} \\
 &= 0.79
 \end{aligned}$$

Thus, the score obtained (0.79) comparing to product moment at the 5% significant is 0.374 and 1% significant is 0.478. Whereas, $N = N_1 + N_2 - 2 = 14 + 14 - 2 = 26$. So, $N = 26$. It can read, $0.374 < 0.79 > 0.478$. It means that the test is valid. Validity of the test is the extent to which it measures what it is suppose to measure. It is applied to provide a true measurement of the particular skill, which it intended to measure it.

Criteria to measure of validity are:

Between 0.00 – 0.20 : No correlation

0.21 – 0.40 : Low

0.41 – 0.70 : Middle

0.71 – 0.90 : High

0.91 – 1.00 : Very High

(Ngalim purwanto,1987:186)

Appendix 3

TRY OUT

1. The formula used to find out mean score of try out test 1 is as follows:

a. Mean test

$$M = \frac{\sum Fx}{N} = \frac{1400}{28} = 50$$

b. Standard deviation accounting

$$\begin{aligned} SD &= \sqrt{\sum \frac{d^2}{N}} \\ &= \sqrt{\frac{7200}{28}} \\ &= \sqrt{257.14} \\ &= 16.03 \end{aligned}$$

c. Reliability

$$\begin{aligned} r_{11} &= \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right) \\ &= \frac{28}{28-1} \left(1 - \frac{50(28-50)}{28(16.03)^2} \right) \\ &= \frac{28}{27} \left(1 - \frac{-1100}{7194.9} \right) \\ &= 1.03 (1 - (-0.152)) \\ &= 1.03 (0.848) \\ &= 0.873 \text{ (Very high)} \end{aligned}$$

According to Tinambunan (1988, in Lysia: 2006). Reliability considered as follows.

0.0 – 0.20 Reliability is low

0.21 – 0.40 Reliability is Sufficient

0.41 – 0.70 Reliability is high

Over – 0.70 Reliability is very high

So, result in Reliability is very high with 0.873

Appendix 4

TABLE CALCULATION OF DEVIATION AND MEAN TEST

NO	Students	X	Y	x	y	xy	x ²	y ²
1	Students 1	60	76.6	-6,38	9.03	57.6	40.70	81.54
2	Students 2	73.3	63.3	6.92	-4.27	29.5	47.88	18.23
3	Students 3	60	56.6	-6.38	-10.97	69.9	40.70	120.34
4	Students 4	53.3	50	-13.08	-17.57	229.8	171.08	308.70
5	Students 5	43.3	46.6	-23.08	-20.97	483.9	532.68	439.74
6	Students 6	46.6	73.3	-19.78	5.73	113.3	391.24	32.83
7	Students 7	56.6	56.6	-9.78	-10.97	107.2	95.64	120.34
8	Students 8	46.6	40	-19.78	-27.57	545.3	391.24	760.10
9	Students 9	76.6	83.3	10.22	15.73	160.7	104.44	247.43
10	Students 10	93.3	90	26.92	22.43	603.8	724.68	503.10
11	Students 11	86.6	96.6	20.22	29.03	586.9	408.84	842.74
12	Students 12	83.3	66.6	16.92	-0.97	16.4	286.28	0.94
13	Students 13	66.6	56.6	0.22	-10.97	2.4	0.04	120.34
14	Students 14	83.3	90	16.92	22.43	379.5	286.28	503.10
Total	N=28	$\Sigma x = 929.4$	$\Sigma y = 946.1$	0	0	$\Sigma xy =$ 3386.2	$\Sigma x^2 =$ 3521.71	$\Sigma y^2 =$ 4099.47

Appendix 5

$$\begin{aligned}r_{xy} &= \frac{\Sigma_{xy}}{\sqrt{(\Sigma x^2)(\Sigma y^2)}} \\&= \frac{3386.2}{\sqrt{(3251.7)(4099.4)}} \\&= \frac{3386.2}{\sqrt{14437185.4}} \\&= \frac{3386.2}{3799.6} \\&= 0.89\end{aligned}$$

Thus, the score obtained (0.89) comparing to product moment at the 5% significant is 0.374 and 1% significant is 0.478. Whereas, $N = N_1 + N_2 - 2 = 14 + 14 - 2 = 26$. So, $N = 26$. It can read, $0.374 < 0.89 > 0.478$. It means that the test is valid. Validity of the test is the extent to which it measures what it is suppose to measure. It is applied to provide a true measurement of the particular skill, which it intended to measure it.

Criteria to measure of validity are:

Between 0.00 – 0.20 : No correlation

0.21 – 0.40 : Low

0.41 – 0.70 : Middle

0.71 – 0.90 : High

0.91 – 1.00 : Very High

(Ngalim purwanto,1987:186)

Appendix 6

THE TEST

2. The formula used to find out mean score of the test is as follows:

d. Mean test

$$M = \Sigma = \frac{1875.5}{28} = 66.9$$

e. Standard deviation accounting

$$\begin{aligned} SD &= \sqrt{\Sigma \frac{d^2}{N}} \\ &= \sqrt{\frac{7631.2}{28}} \\ &= \sqrt{272.5428} \\ &= 16.03 \end{aligned}$$

f. Reliability

$$\begin{aligned} r_{11} &= \frac{N}{N-1} \left(1 - \frac{m(N-m)}{Nx^2} \right) \\ &= \frac{28}{28-1} \left(1 - \frac{66.9(28-66.9)}{28(16.5)^2} \right) \\ &= \frac{28}{27} \left(1 - \frac{66.98(-38.98)}{28(272.25)} \right) \\ &= 1.03 \left(1 - \frac{28}{7623} \right) \\ &= 1.03 (1-0.00367) \\ &= 1.03 (0.996) \\ &= 1.02 \text{ (Very high)} \end{aligned}$$

According to Tinambunan (1988, in Lysia: 2006). Reliability considered as follows.

0.0 – 0.20 Reliability is low

0.21 – 0.40 Reliability is Sufficient

0.41 – 0.70 Reliability is high

Over – 0.70 Reliability is very high

So, result in Reliability is very high with 1.02

Appendix 7

Answer Key of Try Out

1	A	11	D	21	A
2	C	12	C	22	B
3	B	13	A	23	A
4	C	14	D	24	C
5	B	15	C	25	D
6	D	16	B	26	D
7	C	17	B	27	B
8	A	18	B	28	A
9	A	19	A	29	A
10	A	20	A	30	B

Answer Key of Test

1	A	11	D	21	A
2	B	12	C	22	B
3	B	13	A	23	A
4	C	14	D	24	C
5	B	15	C	25	D
6	D	16	C	26	D
7	C	17	B	27	B
8	A	18	B	28	A
9	A	19	A	29	A
10	A	20	A	30	B

APENDIX 8

TRY OUT RESULT

Students	The Number of Questions																				CA	S
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
2	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	18	90
3	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	14	70
4	1	1	1	0	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	13	65
5	1	1	1	0	0	0	0	0	1	1	1	0	1	1	0	0	1	1	1	1	12	60
6	1	1	1	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	1	0	12	60
7	1	0	1	0	0	1	1	0	0	0	0	1	1	1	1	1	0	1	0	1	11	55
8	1	0	1	0	0	1	1	1	0	0	0	0	1	1	1	0	0	1	1	1	11	55
9	1	1	1	0	0	0	1	1	1	0	0	0	1	1	1	0	1	1	0	0	11	55
10	1	1	1	0	0	0	1	1	1	1	0	0	0	1	1	0	0	0	1	1	11	55
11	1	0	0	1	1	1	0	0	0	1	1	0	1	1	0	1	0	1	0	0	10	50
12	1	0	0	1	1	0	1	1	0	0	0	0	1	0	1	0	0	1	1	1	10	50
13	0	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	0	10	50
14	0	1	1	1	0	0	0	1	1	0	1	1	1	0	0	0	0	1	1	0	10	50
15	0	1	1	0	1	1	0	1	0	0	0	0	1	1	0	0	0	1	1	1	10	50
16	1	1	1	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	0	9	45
17	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	0	0	1	0	9	45
18	1	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	1	1	1	9	45
19	1	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	1	1	1	1	9	45
20	1	1	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	9	45
21	1	1	1	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	8	40
22	1	1	0	1	1	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	8	40
23	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	1	7	35
24	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	1	0	1	7	35
25	1	1	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	1	7	35
26	1	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	1	0	6	30
27	1	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	5	25
28	1	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	5	25
Total	23	21	19	11	10	11	13	15	12	10	12	10	16	12	13	8	11	19	18	17		
FV	0.82	0.75	0.67	0.39	0.35	0.39	0.46	0.53	0.42	0.35	0.42	0.35	0.57	0.42	0.46	0.28	0.39	0.67	0.64	0.6		
Remark	R	R	A	A	A	A	A	A	A	A	A	A	A	A	A	R	A	A	A	A		

$$FV = \frac{R}{N}$$

N

Where FV = Index of difficulty or facility value

A = Accepted

R = The number of correct answers	R = Rejected
N = The number of examines or students taking the test	The students level of difficulty is < 30 and > 70
(Neston, 1995:179)	

APENDIX 9

TEST RESULT

Students	The Number of Questions																				CA	S
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
2	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
3	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
4	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	17	85
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	16	80
6	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	15	75
7	1	0	0	1	1	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	14	70
8	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	0	0	14	70
9	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	14	70
10	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	14	70
11	1	1	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	13	65
12	0	0	0	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1	13	65
13	1	1	1	1	0	1	0	0	1	0	1	1	1	0	1	0	1	0	1	0	12	60
14	0	0	1	0	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	12	60
15	1	1	0	1	1	1	1	1	0	0	1	0	0	1	0	0	0	1	1	1	12	60
16	1	0	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	0	0	0	12	60
17	0	0	0	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	1	1	11	55
18	0	0	0	1	1	0	1	1	1	1	1	1	0	0	0	1	0	0	1	1	11	55
19	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	0	1	1	0	0	11	55
20	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	1	0	0	0	0	11	55
21	1	1	0	0	0	1	0	0	0	1	0	0	0	1	1	0	1	1	1	1	10	50
22	1	0	0	0	1	0	0	0	1	1	1	1	1	0	0	0	0	1	1	1	10	50
23	1	1	0	1	1	0	1	1	0	0	1	1	0	0	1	0	0	0	0	1	10	50
24	0	1	0	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	1	1	10	50
25	0	1	0	1	0	1	0	0	1	1	0	0	0	0	0	0	1	1	1	1	9	45

26	1	1	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	8	40
27	1	0	0	0	1	1	0	0	0	0	0	0	1	1	1	1	0	0	0	1	8	40
28	0	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	0	0	8	40
Total	19	19	11	17	18	19	19	19	18	18	18	19	16	18	19	16	15	17	17	18		
FV	0.67	0.67	0.39	0.6	0.64	0.67	0.67	0.67	0.64	0.64	0.64	0.67	0.57	0.64	0.67	0.57	0.53	0.6	0.6	0.64		
Remark	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		

$$FV = \frac{R}{N}$$

Where FV = Index of difficulty or facility value

R = The number of correct answers

N = The number of examines or students taking the test

A = Accepted

R = Rejected

The students level of difficulty is < 30 and > 70

(Neston, 1995:179)

RESEARCH TEST

Petunjuk:

1. Tes ini semata- mata untuk penelitian ilmiah dan tidak berpengaruh terhadap nilai siswa.
 2. Seluruh lembaran jawaban harus di isi dengan benar menurut pendapat anda dan rahasia jawaban tetap terjamin.
 3. Setelah diisi mohon untuk di kembalikan, sebelum dan sesudahnya saya ucapkan terimakasih.
-
-

TEXT 1

NATIONAL LIBRARY

The national library stands on Jalan Salemba Raya in Central Jakarta. It is the biggest and most complete library in Indonesia. The library is open to the public on Monday to Friday, from 09.00 a.m. to 04.00 p.m. and on Saturday from 09.00 a.m. to 01.00 p.m.

In the national library you can find any information you need on humanities, social science, literature, latest development in science and technology and so on. If you want to be a member, you have to fill out the membership form and give your photographs to the librarian. You should also include your student identity card.

1. The correct nouns below are
 - a. library, biggest, public
 - b. library, Indonesia, stands
 - c. national, open, library
 - d. Indonesia, public, give
2. “stands, biggest, want, membership, include”. From these words, which are verbs among the word?
 - a. stand, membership
 - b. biggest, want
 - c. include, want
 - d. biggest, membership
3. “Member”. Type of the word beside is

- a. verb
- b. noun
- c. adjective
- d. adverb

4. “Biggest”. Type of word beside is

- a. verb
- b. noun
- c. adjective
- d. adverb

5. “*The national library stands on jalan salemba raya in central Jakarta*”.

Meaning of the word “*stands*” is

- a. broke
- b. build
- c. locate
- d. run

6. The antonym of “*Open*” is

- a. push
- b. lock
- c. knock
- d. close

7. the synonym of “*Student*” is

- a. teacher
- b. head master
- c. pupil
- d. school

8. “*if you want to be a member , you have to fill out the membership form and*”.

Meaning of “*fill out*” is

- a. writing your identity
- b. reading your identity
- c. speaking your identity

- d. listening your identity
- 9. “*Find*” type of word beside
- a. verb
- b. noun
- c. adjective
- d. adverb
- 10. The synonym of “*Should*” is
- a. must
- b. always
- c. usually
- d. form

TEXT 2

KINDS OF JOBS

People have different of kinds of job. They work in the office, factory, department store, bank, hospital, in the field and others. A secretary usually works in the office, a teller usually works in a bank, a teacher works at school, and a teacher works in a hospital. They usually go to work in the morning and go home in the afternoon of even in the evening.

Mrs Jody is a teller in the bank. She is Rina’s neighbor. When Rina’s goes to the bank at the first time, Mrs Jody help her to fill the form. She is very nice. Here are some steps for the new. Firstly, rina’s fills her name, her address, her occupation and signature. Than, she gives the form to the Mrs Jody. Secondly, Mrs Jody types Rina’s identity in computer. After that she gives Rina a saving book. Mrs Jody is very friendly so Rina likes her. Rina is very happy and feel good.

- 11. “usually” type of word beside
- a. verb
- b. noun
- c. adjective
- d. adverb
- 12. The antonym of “go” is

- a. leave
 - b. good bye
 - c. back
 - d. looking for
13. The synonym of “occupation” is
- a. profession
 - b. address
 - c. phone number
 - d. secretary
14. “usually, firstly, secondly and friendly” type of the words beside are ...
- a. verb
 - b. noun
 - c. adjective
 - d. adverb
15. “Happy” type of word beside is
- a. verb
 - b. noun
 - c. adjective
 - d. adverb
16. “ happy, good, nice” change these adjective in to the adverb!
- a. happily, good, nice
 - b. happily, goodly, nicely
 - c. happily, goodness, nicely
 - d. happy, good, nice
17. “Jody is very friendly so Rina like her”
Meaning of the word “*friendly*” is
- a. angry
 - b. polite
 - c. kind
 - d. happy
18. “Fill” type of the word beside is

- a. verb
- b. noun
- c. adjective
- d. adverb

19. “help, step, give, go, work” type of words beside are.....

- a. verb
- b. noun
- c. adjective
- d. adverb

20. “factory, office, afternoon, usually, from, address, fills”

The correct nouns below are

- a. factory and office
- b. afternoon and usually
- c. office and address
- d. fills and factory

TEXT 3

UNCLE MARTIN

My uncle martin is my mother’s elder brother. He is my favorite among mother’s brothers. He is a very interesting man. He lives quite near us with my aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 years old with grey hair. He is still good- looking. He is tall and well- built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when does not work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm’s customer there.

He is very fond of the sea. He has a boat at the seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin.

21. “uncle, aunt, cousins” type of words beside are

- a. verb
 - b. noun
 - c. adjective
 - d. adverb
22. Change the words became to adverb.
- “good, quit, near, strong”
- a. goodly and quitly
 - b. near and strongly
 - c. goodly and nearly
 - d. quit and strongly
23. “tall, good looking, strong face” type of words beside are
- a. verb
 - b. noun
 - c. adjective
 - d. adverb
24. “take, blue eyes, built, good- looking, travel, “ from these words, which are verbs among the words?
- a. take, blue- eyes
 - b. good- looking, travel
 - c. blue eyes, good looking
 - d. take, travel
25. “widely” types of words beside is
- a. verb
 - b. noun
 - c. adjective
 - d. adverb
26. “sea, boat, glasses”. Type of words beside are
- a. verb
 - b. noun
 - c. adjective
 - d. adverb
27. The corrects adjective of the words below are

- a. quit and good looking
 - b. blue eyes and strong face
 - c. wears glasses and short sighted
 - d. tall and well built
28. When uncle martin at home he usually takes us out in the boat.
Meaning of the word "*takes us*" is
- a. bring us
 - b. leave us
 - c. visit us
 - d. give us
29. "He is very fond of the sea".
What the meaning of the "*fond*" here
- a. hate
 - b. interesting
 - c. ignore
 - d. lovely
30. "Expert" type the word beside is
- a. verb
 - b. noun
 - c. adjective
 - d. adverb

TRY OUT TEST

1. Tes ini semata- mata untuk penelitian ilmiah dan tidak berpengaruh terhadap nilai siswa.
2. Seluruh lembaran jawaban harus di isi dengan benar menurut pendapat anda dan rahasia jawaban tetap terjamin.
3. Setelah diisi mohon untuk di kembalikan, sebelum dan sesudahnya saya ucapkan terimakasih.

TEXT 1

NATIONAL LIBRARY

The national library stands on Jalan Salemba Raya in Central Jakarta. It is the biggest and most complete library in Indonesia. The library is open to the public on Monday to Friday, from 09.00 a.m. to 04.00 p.m. and on Saturday from 09.00 a.m. to 01.00 p.m.

In the national library you can find any information you need on humanities, social science, literature, latest development in science and technology and so on. If you want to be a member, you have to fill out the membership form and give your photographs to the librarian. You should also include your student identity card.

1. The correct verbs below are
 - a. give, complete, stand
 - b. library, Indonesia, stands
 - c. national, open, library
 - d. Indonesia, public, give
2. “stands, biggest, want, membership, humanistic, include”. From these words, which are adjective among the word?
 - a. stand, membership
 - b. biggest, membership, humanistic
 - c. include, want
 - d. biggest, membership
3. “Member”. Type of the word beside is
 - a. verb
 - b. noun
 - c. adjective
 - d. adverb
4. “Biggest”. Type of word beside is
 - a. verb
 - b. noun

- c. adjective
- d. adverb

5. “*The national library stands on jalan salemba raya in central Jakarta*”.

Meaning of the word “*stands*” is

- a. broke
- b. build
- c. locate
- d. run

6. The antonym of “*Open*” is

- a. push
- b. lock
- c. knock
- d. close

7. the synonym of “*Student*” is

- a. teacher
- b. head master
- c. pupil
- d. school

8. “*if you want to be a member , you have to fill out the membership form and*”.

Meaning of “*fill out*” is

- a. writing your identity
- b. reading your identity
- c. speaking your identity
- d. listening your identity

9. “*Find*” type of word beside

- a. verb
- b. noun
- c. adjective
- d. adverb

10. The synonym of “*Should*” is

- a. must
- b. always
- c. usually
- d. for

TEXT 2

KINDS OF JOBS

People have different of kinds of job. They work in the office, factory, department store, bank, hospital, in the field and others. A secretary usually works in the office, a teller usually works in a bank, a teacher works at school, and a teacher works in a hospital. They usually go to work in the morning and go home in the afternoon of even in the evening.

Mrs Jody is a teller in the bank. She is Rina's neighbor. When Rina's goes to the bank at the first time, Mrs Jody help her to fill the form. She is very nice. Here are some steps for the new. Firstly, rina's fills her name, her address, her occupation and signature. Than, she gives the form to the Mrs Jody. Secondly, Mrs Jody types Rina's identity in computer. After that she gives Rina a saving book. Mrs Jody is very friendly so Rina likes her. Rina is very happy and feel good.

11. "usually" type of word beside

- a. verb
- b. noun
- c. adjective
- d. adverb

12. The antonym of "go" is

- a. leave
- b. good bye
- c. back
- d. looking for

13. The synonym of "occupation" is

- a. profession

- b. address
- c. phone number
- d. secretary

14. “usually, firstly, secondly and friendly” type of the words beside are

- a. verb
- b. noun
- c. adjective
- d. adverb

15. “Happy” type of word beside is

- a. verb
- b. noun
- c. adjective
- d. adverb

16. “ sad, kind, love” change these adjective in to the adverb!

- a. sad, kind, love
- b. sadly, kindly, lovely
- c. sadness, kindly, lovely
- d. sadly, kindness, lovely

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Meaning of the word “*friendly*” is

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